

MCDONALD GREEN ELEMENTARY

2763 Lynwood Drive
Lancaster, South Carolina 29720

GRADES K-5 Elementary School

ENROLLMENT 434 Students

PRINCIPAL Alisa Goodman 803-285-7416

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	66	16	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

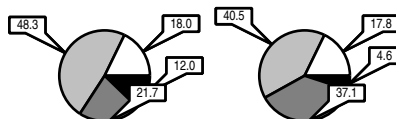
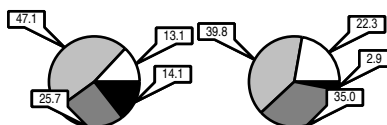
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	216	100.0	22.3	39.8	35.0	2.9	49.0	Yes	Yes
Gender									
Male	106	100.0	26.7	37.6	32.7	3.0	46.5		
Female	110	100.0	18.1	41.9	37.1	2.9	51.4		
Racial/Ethnic Group									
White	138	100.0	17.2	37.3	41.0	4.5	56.7	Yes	Yes
African-American	72	100.0	33.8	45.6	20.6	0.0	32.4	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	196	100.0	19.1	41.0	36.7	3.2	52.1		
Disabled	20	100.0	55.6	27.8	16.7	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	100.0	22.3	39.8	35.0	2.9	49.0		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	22.3	39.8	35.0	2.9	49.0		
Socio-Economic Status									
Subsidized meals	94	100.0	36.8	35.6	27.6	0.0	37.9	Yes	Yes
Full-pay meals	122	100.0	11.8	42.9	40.3	5.0	57.1		

Mathematics - State Performance Objective = 15.5%									
All Students	216	100.0	13.1	47.1	25.7	14.1	56.8	Yes	Yes
Gender									
Male	106	100.0	16.8	45.5	20.8	16.8	53.5		
Female	110	100.0	9.5	48.6	30.5	11.4	60.0		
Racial/Ethnic Group									
White	138	100.0	9.7	42.5	28.4	19.4	64.9	Yes	Yes
African-American	72	100.0	20.6	57.4	19.1	2.9	38.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	196	100.0	9.6	47.9	27.7	14.9	60.6		
Disabled	20	100.0	50.0	38.9	5.6	5.6	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	216	100.0	13.1	47.1	25.7	14.1	56.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	214	100.0	13.1	47.1	25.7	14.1	56.8		
Socio-Economic Status									
Subsidized meals	94	100.0	17.2	57.5	18.4	6.9	46.0	Yes	Yes
Full-pay meals	122	100.0	10.1	39.5	31.1	19.3	64.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	72	100.0	14.5	40.6	43.5	1.4	44.9
	Grade 4	60	100.0	15.3	54.2	30.5	N/A	30.5
	Grade 5	72	100.0	34.7	43.1	22.2	N/A	22.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	13.9	20.3	58.2	7.6	65.8
	Grade 4	69	100.0	35.3	47.1	17.6	N/A	17.6
	Grade 5	65	100.0	20.6	58.7	20.6	N/A	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	72	100.0	7.2	43.5	30.4	18.8	49.3
	Grade 4	60	100.0	6.8	54.2	15.3	23.7	39.0
	Grade 5	72	100.0	22.2	45.8	22.2	9.7	31.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	82	100.0	8.9	35.4	32.9	22.8	55.7
	Grade 4	69	100.0	16.2	51.5	25.0	7.4	32.4
	Grade 5	65	100.0	17.5	57.1	15.9	9.5	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 434)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.7%	N/A	3.0%	2.7%
Attendance rate	96.6%	Up from 96.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.0%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%		2.8%	3.5%
Eligible for gifted and talented	12.7%	Up from 12.4%	17.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Down from 4.1%	8.3%	8.2%
Older than usual for grade	0.7%	Up from 0.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	64.3%	Up from 60.7%	52.9%	51.4%
Continuing contract teachers	100.0%	No change	90.2%	87.5%
Highly qualified teachers**	94.7%	N/A	94.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 88.8%	89.0%	86.7%
Teacher attendance rate	93.9%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$43,000	Up 4.9%	\$40,901	\$40,760
Prof. development days/teacher	8.8 days	Up from 8.3 days	11.6 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	20.6 to 1	No change	20.0 to 1	18.9 to 1
Prime instructional time	89.2%	Up from 89.1%	90.3%	90.0%
Dollars spent per pupil*	\$5,671	Up 7.0%	\$5,680	\$6,044
Percent of expenditures for teacher salaries*	65.4%	Down from 66.0%	65.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McDonald Green Elementary is home to enthusiastic teachers and students who take their work responsibilities very seriously. With the help of involved parents and a supportive district administration, children engage in daily adventures in learning which prepare them to be independent and responsible in the real world.

Throughout the school are numerous signs of students' hard work and dedication to learning. The sculpture garden, museum displays, writing, artwork, original music compositions, animals, and class projects are evidence of the pride students feel for their school. The focus on student responsibility, creativity, and achievement has made McDonald Green Elementary a place children love. Students, parents, and staff recognize that they are part of an exemplary school environment and all make contributions of time, effort, and resources to keep it that way.

Continuous improvement in state and local test scores has occurred over the years. Math scores are higher with more students scoring in the Proficient and Advanced categories. Gains have also been shown in grades 3-5 in the area of Language Arts, specifically reading. Students at all grade levels have used computer programs designed to improve reading performance. Reading levels and reading comprehension ability have improved through the use of individualized materials and small group instruction.

Focus areas continue to be reading instruction, the arts, and learning by doing. Hands-on science labs for grades kindergarten through five are of interest to the children. A research class conducted in the laptop computer lab and taught by the media specialist is a highlight of the fourth grade year. It culminates with a living museum that is a favorite of parents. Innovative approaches and strategies are evident in all areas of the curriculum. Visiting artists throughout the school year and the faculty's commitment to excellence and continuous growth enhance an environment of excitement about learning. The school's motto "A Great Place to Learn," is heartfelt among the staff, children, parents, and the community.

Alisa Goodman, Principal

Gail Best, School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	63	44
Percent satisfied with learning environment	100.0%	90.5%	95.3%
Percent satisfied with social and physical environment	95.7%	85.7%	90.9%
Percent satisfied with home-school relations	100.0%	90.5%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.